

## Classification

This strategy takes students beyond the simple activity of placing things in groups. It requires students to examine items within the context of larger concepts. In the process of classification, students

- Note characteristics of an item or idea
- Distinguish it from other like items or ideas
- Search for clusters of characteristics
- Discover new characteristics in like items or ideas
- Evaluate possible classification criteria and select those most appropriate to the purpose
- Are led to richer meanings
- Develop organization structures for complex human knowledge

### Teacher Preparation:

1. Identify the body of knowledge to be classified.
2. Prepare an overhead, poster, or other display of the set of questions appropriate to your task (6-5-2) OR make a copy for each student.
  - Bottom-up classification: Students select from a variety of ways for classifying the material a classification scheme that best serves the purpose.
  - Top-down classification: Students work with categories that have already been determined and may develop sub-categories.
3. Make a copy of the graphic organizer (6-5-3) for each student.

### Special Note: Modeling the Skill

Before introducing the lesson in which students will use this strategy, prepare a sample lesson and model the use of the graphic organizer all the way through.

### Lesson Plan:

1. Introduce, discuss, review, etc., the material from which students will draw their information.
2. Review the Classification questions in the set you will be using.
3. Review the graphic organizer.
4. Students work their way through the classification process either individually, in small groups, or as a large group.
5. In a class-wide discussion, students share their work.
6. Assist students to draw conclusions from the organized information.

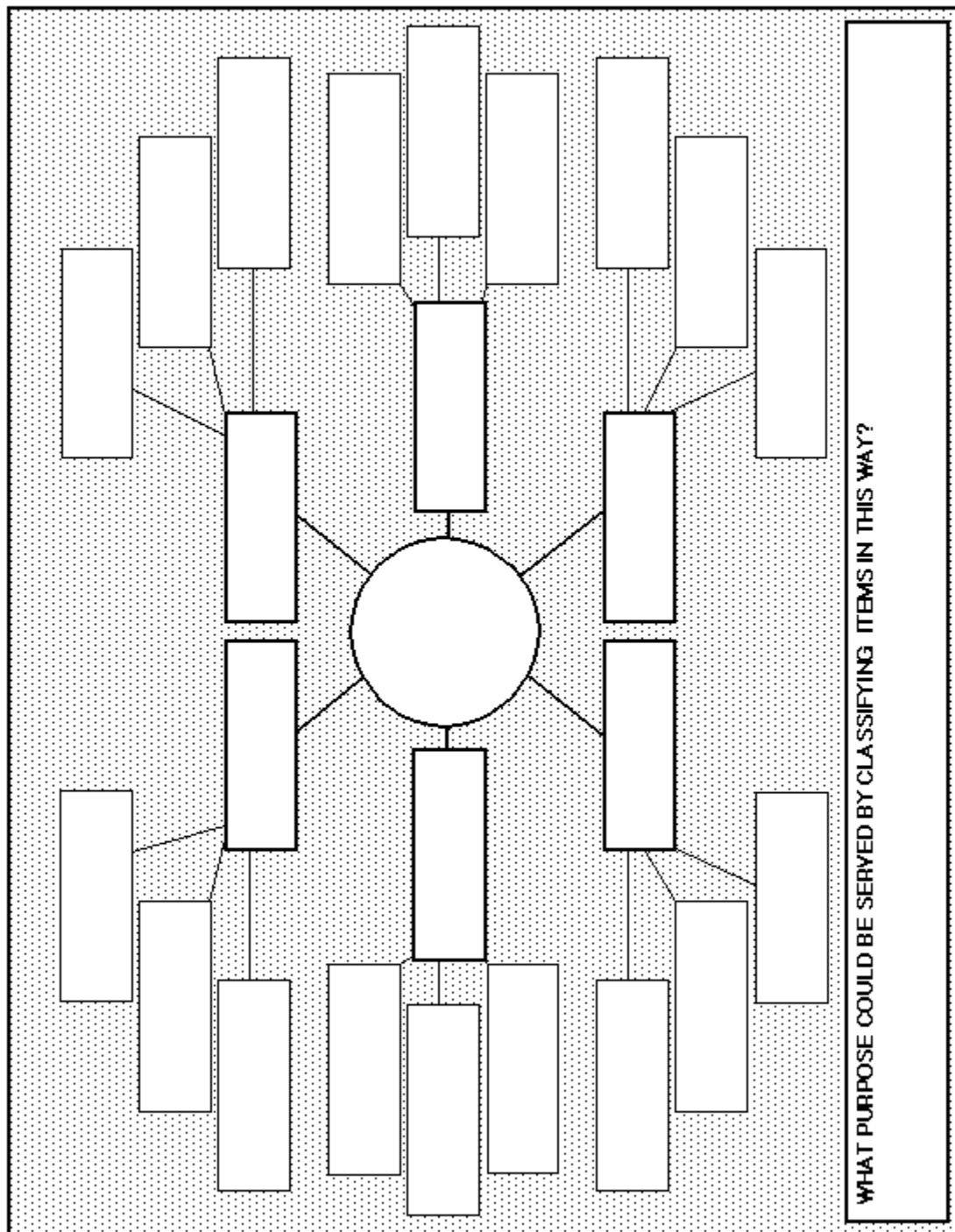
### **Bottom-Up Classification**

1. What characteristics do the given items have?
2. What classifications do these characteristics define?
3. What purpose do we have for classifying the items?
4. What way of classifying the items best serves this purpose?
5. Which items fall into each category?

### **Top-Down Classification**

1. What are the defining characteristics of the categories under which I want to classify things?
2. Which items have these characteristics?
3. How do I classify these items into the given categories?

Swartz, Robert. *Infusing the Teaching of Critical and Creative Thinking into Content Instruction*, 1995.



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